



Rush Green Behaviour Policy 2023/24

Behaviour Policy including:

- i) Anti-Bullying Charter
- ii) ii) Policy for 'Child on Child' Abuse
- iii) Policy for 'Searching, Screening and Confiscation'

Behaviour Policy

(Incorporating Anti Bullying Charter, Policy for 'Child on Child Abuse' and Policy for 'Searching, Screening and Confiscation)

Vision Statement

Rush Green Primary School aims to promote a positive attitude in all our pupils, creating an environment in which good learning behaviour is recognised as a pre-requisite for progress and attainment within a climate of trust and respect.

We believe in supporting children in forming positive working and social relationships and that part of that role , in partnership with home, is to help pupils understand what is right and wrong.

We do not accept prejudice or discriminatory behaviour in any form. Ultimately, we wish to give our children confidence about to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the real world.

Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Statement

This policy was based on guidance provided by the DfE (see below) and has included input from members of staff, the governing body, parents/carers and Educational Psychologist.

- Behaviour in Schools September 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- SEND Code of Practice (2014)
- Promoting and supporting mental health and wellbeing in schools and colleges
<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
- Equality Act 2010
- Children & Family Act 2014
Keeping Children Safe in Education
- Suspension & Exclusion Guidance DfE Sept. 2022
- Searching, Screening and Confiscation Guidance DfE 2018
- Sexual Harassment Between Children in Schools and Colleges 2021 (DfE)

This policy links to the following other policies we hold in school:

- Safeguarding Policy
- PSHE Policy

- SEND Policy
- SEND Information
- Equality Policy
- Health and safety Policy
- E safety Policy
- Cyber bullying Policy
- Positive handling Policy

Purpose of the Policy

- To provide a safe environment free from disruption
- To provide a safe environment free from bullying
- To provide a safe environment free from discrimination
- To provide an environment with compassion and a strong moral ethos
- To provide a safe environment that promotes equality and fairness for all regardless of race, class, religion, gender and sexual orientation
- To provide a safe environment that recognises that regardless of ability, from those most able to those experiencing learning challenges, we can all achieve and make a positive contribution to the school community
- To develop the ability in all children to listen to others, cooperate and to appreciate other ways of thinking and behaving

We hope to achieve the above through a school behaviour policy based on rights, responsibilities and respect allied with a curriculum that supports the development of self-discipline and the capacity to make positive choices by advocating praise, rewards, privileges and positive role modelling.

Leadership and Management

In addition to lesson observations, curriculum audits, learning walks and daily monitoring of the school environment the Senior Leadership team at RGPS uses data to ensure the policy is being consistently and effectively implemented. Data collected and shared with governors includes: Child on Child Abuse (including sexual violence, harassment and language)

- Incidents of homophobic, biphobic and transphobic behaviour
- LGBTQ+ abuse
- Racism
- Numbers of internal exclusions (Alternative Lunch)
- Bullying (including social media, on-line, mobile phones)

- Incidents of searching, screening and confiscation
- Suspensions and Permanent Exclusions
- Use of off-site respite
- Managed moves
- Attendance
- Physical restraint/intervention

Behaviours are analysed with regard to ethnicity, SEND and vulnerability (inc. LAC & Pupil Premium pupils)

Refer Appendix 2 for termly behaviour summary sheet

School Systems and Social Norms

RGPS uses a system that promotes good behaviour: **STAY ON GREEN.**

Appendix 1 outlines how the system operates including rewards, disciplinary sanctions (including suspensions and permanent exclusions) and identification of a possible SEND or trauma/ACE.

All incidents will be thoroughly investigated before actions are taken and parents informed.

To complement our Behaviour Policy, Post Boxes are placed around the school to receive pupil's concerns. The P.S.H.E Scheme of work 'Jigsaw', the RE curriculum, and a range of resources and materials support pupil's behaviour by promoting good citizenship, respect and tolerance of others and also an understanding of the wider world around us. Explicit teaching in assemblies directly teaches pupils about how to behave well, our school ethos and the high expectations we have of our pupils and our staff. Antibullying assemblies are held regularly to promote our expectations and behaviour. School Council meetings have bullying and rough play as a standing agenda item. These meetings have our Lead Midday Supervisor in attendance to listen to any pupil concerns relating to break/lunchtime safety and potential 'hotspots' for bullying. At Rush Green we understand that the concept of Behaviour for Learning emphasises the crucial link between the way in which children learn and their social knowledge and behaviour. This approach identifies three sets of relationships which contribute to a culture and ethos of 'learning behaviour':

- Relationship with Self: Engagement- a pupil who does not feel confident as a learner and who has internalised a view that they are unable to succeed as a learner will be more unlikely to engage in the challenge of learning and may be more inclined to present unwanted behaviours.
 - Relationship with Others: Participation- all behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by the interactions with others as it is by factors internal to the child .
- Relationship with the Curriculum: Pupil behaviour is inextricably linked to an exciting and well differentiated curriculum. Teachers who create such leaning environments are more likely to negate the possibility of poor pupil engagement.

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Early Intervention: pupils who present with challenging behaviours/SEMH which may ultimately lead to that pupil being at risk of suspension or permanent exclusion must be referred to the school SENCo (refer to school **SEND Information** on website).

Staff Induction, Development and Support

At RGPS staff receive training and information around the school's behaviour policy as part of their induction. DfE updates relating to attendance and behaviour are shared upon receipt with staff at staff meetings. At the start of the academic year, behaviour expectations across the whole school are 'reset' with staff being formally reminded at INSET of their responsibility in promoting a positive learning environment. Allied with this, teacher's share their expectations of pupil conduct and behaviour. This is reinforced by staff modelling the expected behaviour in the corridors, playground and canteen. The policy is regularly reviewed.

Pupil Transition

Pupils joining the school (at start of term or mid phase admission) that have been identified at being at risk of suspension/previously permanently excluded due to behaviour, or presenting with a SEND that may lead to deregulation (inc. complex communication & interaction difficulties) will be invited to a school planning meeting with the school Inclusion Lead and the pupil's parent/carers. This includes pupils who may have been at a respite provision or PRU.

At this meeting, a transition support plan will be put in place. This meeting may also be attended by the school PSA, DSL and external professionals as appropriate. The effectiveness of the plan will be reviewed at least half termly.

Pupil Support

The following members of RGPS staff are available, or contribute, in ensuring pupils achieve and maintain consistently good behaviour;

- SENCo- early identification of a SEND that may place a child at risk of exclusion. Access Educational Psychologist.
- PSA-signpost families to external agencies and Early Help. Monitors pupil attendance and intervenes where a pupil's attendance drops below 90% (poor attendance is a significant contributory factor in poor pupil behaviour). Supports pupils at times of bereavement; itself a trigger for unregulated behaviours
- DSL- ensure immediate safety of a pupil. If a child has a CP or CIN plan the DSL ensures effective strategies are in place to minimise the risk of exclusion
- Phase & Year Group Leads- lead in initiating support plans and liaising with parents/carers/staff

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- Inclusion Training Consultant- ensure SEND pupils are equipped with strategies to regulate
- Governors- monitor behaviour trends through summaries provided at governor meetings LAC Lead – ensure ACE/trauma related behaviours are supported to negate the possibility of exclusion. Record strategies in PEPs and ensure Virtual School is informed

Challenging behaviours or behaviours that are not consistent with the Behaviour Policy may be an indication of an undiagnosed SEND. To this end the school Inclusion Lead is party to all incidents that compromise pupil's behaviour and/or placing them at risk of exclusion.

Child on Child (Peer) abuse

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation;
- Sexting (youth produced digital imagery);
- Bullying- name calling, physical,
- Prejudiced behaviour- e.g. homophobic, or focused on disabilities;
- Cyber bullying & online abusive behaviour;
- Radicalisation;
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment;
- Gang association and serious violence- County Lines, initiation, hazing;
- Race hate and Racism.

Vulnerable Groups:

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;

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- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child;
- A child who goes missing or is missing education; Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics;

Research tell us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

Bullying and Online bullying and behaviour:

Peer on peer abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

This school has other policies (**Anti-Bullying, Computing Policy and Dealing with online incidents procedure**) which relate to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

Responding to Racism:

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognise that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our Safeguarding curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

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Hate crime:

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and we will notify the police if we believe an offence may have been committed.

Sexual Harm, Violence and/or Sexual Harassment (Harmful Sexual Behaviour – HSB):

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

We should respond to all reports and concerns – even those that have happened outside of school.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health & wellbeing. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. They should never feel like they are causing a problem by coming forwards.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we will seek advice from the LCSB to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of dynamic risk assessment in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

Action following a report of Sexual Harm, Violence and/or Sexual Harassment:

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident on our Behaviour Incident form.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case, a dynamic risk assessment will be carried out and:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;

- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate;
- We will use a Victim Support Plan.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser

Responding to an incident/disclosure:

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. on school transport, off site during lunchtimes, or in the local community involving one or more of our pupils; we will investigate and take action around the conduct of the pupil/s. We will also consider if we should notify the police if we believe an offence may have been committed this will usually be in conjunction with a referral to Children's Services.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the school's child protection and safeguarding policy, and the procedures as set out by the LCSB. This will mean a referral to the police and a referral to Children's Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our behaviour analysis will show what actions have been taken and any outcomes. These is shared with Governors. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

Reporting:

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed. The school will also record such an incident.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising this and related school inclusion and safeguarding policies, providing pastoral intervention and support.

We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

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Sanctions:

We will consider the sanctions available to best use as a school as referred to in this Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of peer on peer abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

All necessary parties, including the parents/carers, will be informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governors:

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, suspensions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g. the local community and the media.

It is important that we as those governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working:

This school will work with our partners and agencies; Children's Services, the Police, Youth Offending Service, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

Prevention and Training:

Rush Green Primary School is always working hard to create a culture where peer on peer abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school. We aim to achieve this through curriculum teaching, learning, events and activities.

We will ensure that all our pupils know who to talk to, how to communicate (if they feel unable to communicate directly) and how to receive advice and help within the school.

We will be able to signpost children to relevant local and national helplines and websites.

Only the Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Searching, Screening and Confiscation (*should be read in conjunction with the 'Searching, Screening and Confiscation Policy' in attached appendices*)

Authorised members of staff:

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, E cigarettes, vapes or smoking paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to a) commit an offence, or b) to cause personal injury to, or damage to the property of, any person (including the pupil).

The above items are not allowed on site at any time. It is within the school's remit to carry out a search of a pupil who may be suspected of being in possession of one of the below. School staff can seize any prohibited item found as a result of a search.

Other items (not on the prohibited list) but against the school rules and banned:

- Toys, sweets or expensive items that are brought in from home (without permission) that could conceivably cause disruption
- Electronic items, such as mobile phones that are not handed over to staff for safekeeping but for example, may be at risk of theft or misuse

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Electronic items, such as mobile phones that are not handed over to staff for safekeeping but for example, may be at risk of theft or misuse

Appendix 1

WHOLE SCHOOL BEHAVIOUR POLICY: STAY ON GREEN

Overview

The principle behind this system is:

That all pupils have the opportunity to make positive choices about their behaviour and influence outcome

That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.

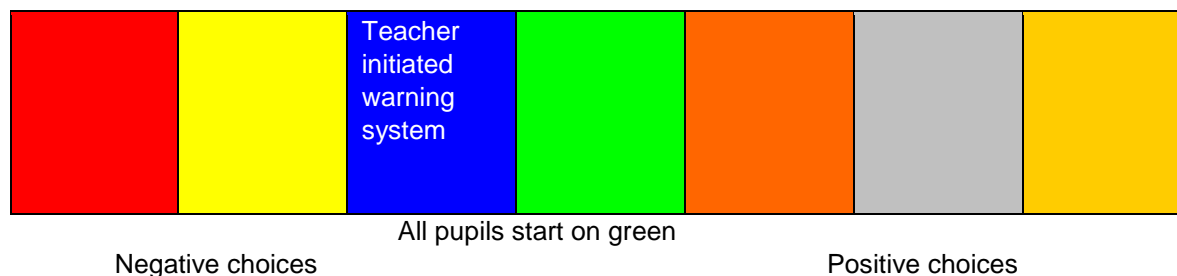
Pupils who are regularly following the rules are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system. Least intrusive approaches are used to manage behaviour Teaching of specific behaviours and routines.

The system works in the following way:

- All classes should have our school rules clearly displayed and feedback about behaviour should be linked to these
- All classes have a display with the children's names on. All pupils start each morning and afternoon session with their name on 'green' to enable each child to have a fresh start each morning and after lunch. In CPC a fresh start is made after each session.
- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver and gold).
- If pupils make negative individual choices and fail the warning system their name moves onto the following colours (yellow, red).
- Children's names may move up or down the system at any point during the day. If a child comes off Green and moves down the system it is the teacher's responsibility to try and get them back to green before the end of the day.



- Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours.
- Classes are encouraged to develop stimulating displays to promote the Stay on Green policy

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair. We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon. These include:

Individual Rewards:

- Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non-verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other children not making the right choice will try to change their behaviour in order to receive the same praise.
- Stickers – these can be awarded for a variety of reasons; celebrating positive work and behaviour.
- House Points
- Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT.

- Positive phone calls home – all staff can phone home if they feel that they would like parents to know about something a child has done particularly well that day
- Verbal feedback/tone of voice – we are always aware of our tone of voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.
- When a child achieves 'Gold', the teacher will give the child a Golden Sticker so that others are aware of their excellent behaviour. They will also receive a Golden Certificate from a member of SLT at a Golden Party.
- At the end of each term the children who have achieved Gold will attend a Golden Party with the Headteacher. Teachers are expected to show great professional judgement when awarding Gold. This is the most difficult behaviour colour to achieve and as such it is expected that each year group would have no more than 5 children in total on Gold per half term.

When a child achieves Bronze or Silver they will also receive a sticker.

- Celebration Assembly – a special assembly is held each week where children's achievements are celebrated.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (i.e. the child understands exactly why they have received the consequence).

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

- Important features of consequences include:
- A focus upon the behaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are a very unkind girl".
- A message about what the child should do in future;
- Consequences appropriate to the behaviour;

- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.
- Before moving a child's name down the "stay on green" system we use a range of techniques:
- **Planned ignoring.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour
- **Modelling.** We demonstrate the desired behaviour. E.g if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.
- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."
- **Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."
- **Proximity Praise.** We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!
- If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:
- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- **Negotiation.** Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down
- **Transfer adult** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation
- - **Distraction** – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job
- Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

- It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:
- Ask once nicely e.g. “Joe, I am finding it hard to concentrate while you are tapping your pencil.
- Could you stop please?”
- If this does not work:
- Ask once firmly e.g. “You need to stop tapping.”
- If this does not work:
- Inform the child that they have received a warning. Whereby they are expected to tell the class what it was they were doing on the yellow card that was unacceptable.
- This serves as a “**Rule Reminder**”

Warning System

- Each child will receive the opportunity to redeem their behaviour before being placed onto yellow.
 - 3 Warnings then the child is placed onto yellow whereby they still have the opportunity to get back onto green at the end of the day. - - Ks1 = Blue transition colour added to display. Three different shades of blue. Each shade represents that the child has been warned.
 - Ks2 = Blue cards with 1, 2, 3 written on. To show the child has been warned about their behaviour
 - **3 Warnings must be given before the child can move onto yellow.**

Before moving onto the next stage, from warning to yellow, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

The next stage on the system is **YELLOW**. At this stage, in nursery the child will be directed to sit on the “Thinking Chair” to reflect for 3-4 minutes. In R and KS1 teachers may choose from the following consequences:

- Instant “Time Out” inside the class

Warning System

Each child will receive the opportunity to redeem their behaviour before being placed onto yellow.

- 3 Warnings then the child is placed onto yellow whereby they still have the opportunity to get back onto green at the end of the day. - - Ks1 = Blue transition colour added to display. Three different shades of blue. Each shade represents that the child has been warned.
- Ks2 = Blue cards with 1, 2, 3 written on. To show the child has been warned about their behaviour

- **3 Warnings must be given before the child can move onto yellow.**

Before moving onto the next stage, from warning to yellow, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

The next stage on the system is **YELLOW**. At this stage, in nursery the child will be directed to sit on the "Thinking Chair" to reflect for 3-4 minutes. In R and KS1 teachers may choose from the following consequences:

- Instant "Time Out" inside the class
- "Time Out" in a Buddy Class (15 mins max) "Time Out" during break or lunchtime (15 mins max)
- Catch up time will be expected from the children during break time. This will be at the teacher's discretion if he/she feels a child has not completed the work to the high standard expected at Rush Green School.

If in KS2 a child finishes the day on **YELLOW** the class teacher must refer the incident to their Phase Lead to determine the appropriate sanction or intervention. This is done using the school **Behaviour Incident Form**

The next stage on the system is **RED**. Should a child display or exhibit a red behaviour a Behaviour Incident Form must be completed and forward to the Phase Lead. Appropriate and measured responses will then be decided and actioned. Parents should be informed on the day of the behaviour. It should be explained to the parent that the school will endeavour to investigate and resolve as quickly as possible but outcomes are determined by a thorough investigation of the incident

and its antecedents. A record of the meeting should be kept in the Stay on Green. Consequences may, but are not exclusive to:

- Parent Meeting
- In school social exclusion
- Fixed Term suspension
- Alternative Lunch
-

In some circumstances it may be necessary for the teacher to write a behaviour plan with SLT, parents and the child.
PLEASE NOTE: Under Section 51A of The Education Act (2002), exclusions may only be given by the Head Teacher or Acting Head Teacher.

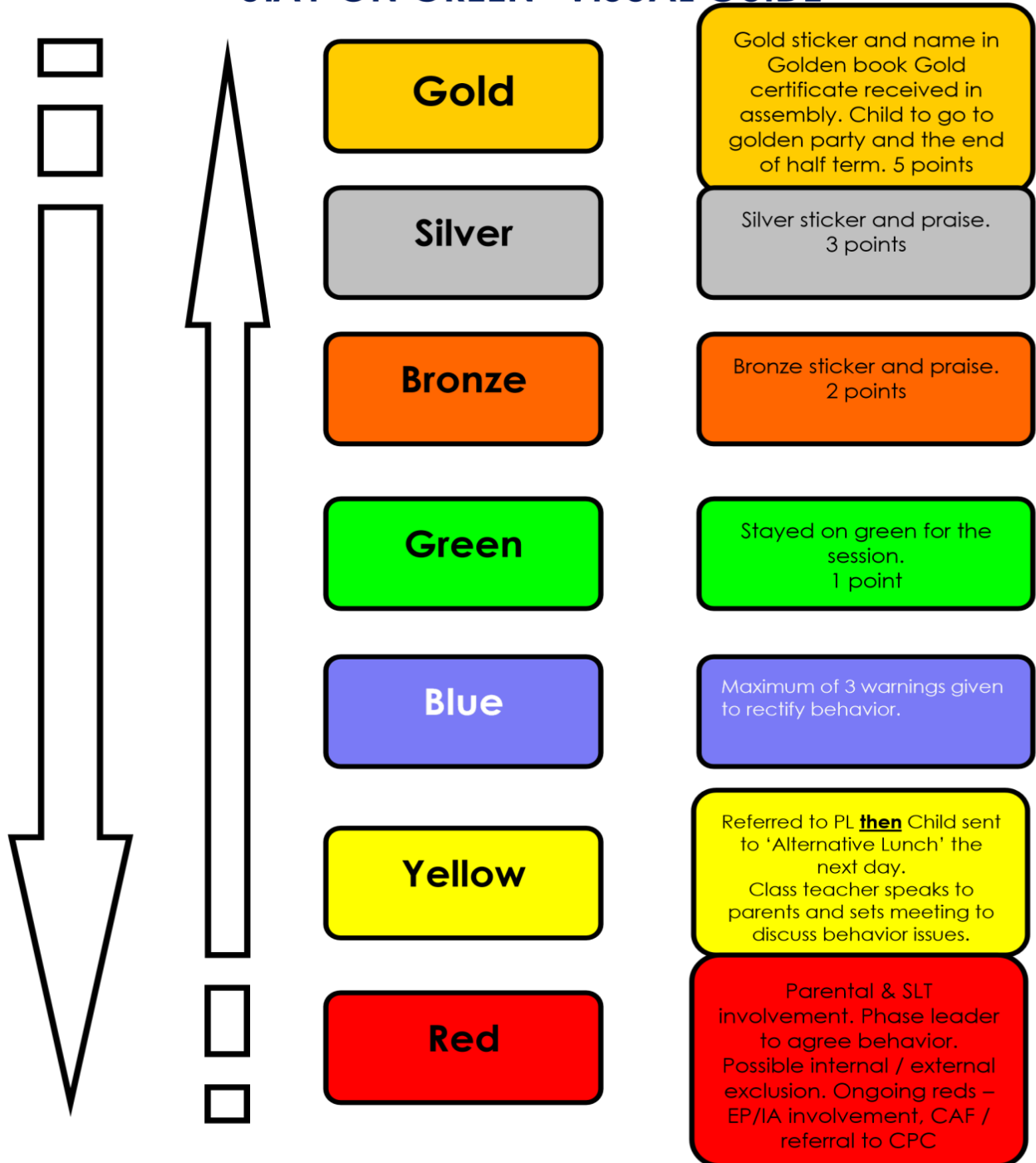
The following table offers examples of the sorts of behaviours which warrant each consequence. It is not definitive and teachers may use discretion:

Colour	Examples of behaviours	Consequence

<p>Warning system The child <u>still</u> has a chance to move back onto green before hitting yellow.</p>	<p>All yellow behaviour will result in a maximum of 3 warnings being given. The child has the chance to redeem their behaviour before moving onto yellow.</p>	<p>FS and KS1 – the consequence for these pupils is the fact that their name has been identified to the entire class.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none">○ Non-verbal signal e.g. smiley/sad faces○ Verbal Warning○ Time Out in class (5mins max)○ Time out in buddy class (15 mins max)
---	---	---

<p>YELLOW (Step 2) The child <u>still</u> has the chance to move back onto green from this stage.</p>	<ul style="list-style-type: none"> ○ Repeatedly not following instructions ○ Name calling ○ Shouting/calling out during teaching time ○ Moving around the classroom without permission ○ Rudeness/face pulling ○ Talking when others are ○ Distracting others ○ Inappropriate or offensive language ○ Physically hurting someone else on purpose ○ Swearing ○ Throwing equipment for 'fun' ○ Damaging other people's or school property 	<p>FS and KS1 may choose from the following consequences:</p> <ul style="list-style-type: none"> ○ Instant "Time Out" inside the class or in another class ○ "Time Out" during break or lunchtime ○ "Alternative Lunch" Ks1 only <p>In KS2 if the child finishes the day on YELLOW a Behaviour Incident referral must be made to the Phase Lead. An appropriate and measured response will then be decided and actioned. Parents should be informed and a meeting should be held within one week to discuss the behaviour</p>
		<p>*NB pupils who frequently hit yellow will be Monitored by SLT and appropriate intervention will be planned.</p>

STAY ON GREEN'–VISUAL GUIDE



Between each stage, children are given time for reflection and opportunity to change behavior.

A range of Positive Behavior Management strategies, including warnings or reminders must be given before a consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

TIME OUT / REFLECTION TIME IN OTHER CLASSES

If pupils are to be sent out of their class for 'Reflection Time', they should be sent to another class with their work for 15 minutes maximum. The teacher in the reflection class is expected to talk to the child about their behaviour to allow the child opportunity to take ownership of their actions.

SEN / INCLUSION

All staff should be mindful of pupils who have been identified as having Special Educational Needs (SEN) when using the system. SEN may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health needs (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.

Consequences such as Alternative Lunch are not always appropriate for pupils with severe SEN although may occasionally be deemed appropriate under teacher discretion. Phase leader to confirm behaviour and consequence. The school has a statutory duty under the Equality Act (2010) in respect of safeguarding and pupils with special educational needs.

EXCLUSION

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other incidents

PLEASE NOTE:

In accordance with Section 51A of The Education Act (2002) and regulations made under that section, only the Head Teacher or an acting Head Teacher can exclude a pupil. This is referred to in the Statutory Advice on Exclusions, which is available on line at:

<https://www.go.uk/government/publications/school-exclusion>

ALTERNATIVE LUNCH

All instances which result in a child attending alternative lunch will be logged by the class teacher. The AL will be agreed by a member of SLT. All completed AL documents will be passed onto the SENCO who will review reoccurring behaviours and log the information on Integris to monitor behaviour patterns. The data will be reviewed on a regular basis to identify behaviour patterns so that effective strategies can be implemented.

APPENDIX A

ALTERNATIVE LUNCH PROTOCOL

- AL is a sanction determined by a Phase Lead or member of SLT in response to a breach of the school behaviour policy
- AL is not primarily intended for vulnerable pupils inc. those with SEND
- AL will take place in a designated room (timetabled between SLT).
- If agreed by Phase Lead or SLT, it is the Class Teacher's responsibility to inform parents / carers that their child will be attending an AL
- Pupils will first have their alternative lunch then they will be sent out to eat and finish their lunch time outside.
- Attendance at AL (repeat offences/trends) will be monitored via centrally held behaviour data
- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- If deemed appropriate, the pupil may also complete some basic skills work.
- If deemed appropriate, the member of staff may allow the pupil to have the last 10 mins of their playtime.
- Pupils will line up with their class in the playground ready to re-join lessons after lunch.

Every pupil starts the next day afresh and is back on green.

Pandemic addendum to Behaviour Policy October 2021 – To be adopted during a school partial closure

This addendum is in line with Autumn 2021 Government guidance and should be used along the existing Behaviour Policy and NOT as a separate document.

During the duration of a pandemic the below replaces RED behaviour criteria in Table 1 of the School Behaviour Policy (changes in bold italics)

<p>RED</p> <p>All behaviours listed could potentially compromise the health and safety of all those in the class or playground environment</p>	<p>Spitting</p> <ul style="list-style-type: none"> • Deliberately breaking social distance rules • Refusing to comply with hygiene standards (washing hands) • Any other behaviour that compromises the health and safety of staff and pupils • Walking out of class without permission • Intentionally making racist remarks • Bullying (peer vs peer and LGBT) Fighting with the intention to seriously hurt someone else • Stealing • Biting with the intention to seriously hurt someone else • Throwing things with the intention to seriously hurt someone else • Refusal to work • Shouting at, swearing at or physically hurting a member of staff 	<p>The class teacher should immediately inform the member of SLT on site via the office. To promote a swift response, staff may use their mobile phone to do this.</p> <p>The member of SLT will remove and isolate the child</p> <p>The CT will complete an incident report as soon after the incident as practical. Hard copies of 'Incident Reports' in staffrooms</p> <p>Incident investigated</p> <p>Head teacher determines sanction. This may include withdrawal of placement and/or fixed or formal suspension.</p>
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Name Of Pupil _____ Class _____ Date _____ Completed by _____

Behaviour

<input type="checkbox"/> BU = Bullying <input type="checkbox"/> DB = Persistent disruptive behaviour <input type="checkbox"/> DM = Damage including other pupil's work <input type="checkbox"/> DS = Abuse relating to disability <input type="checkbox"/> ES = e-safety related (inc. social media, online, mobile phone) <input type="checkbox"/> PP = Physical assault against a pupil	<input type="checkbox"/> IL = Inappropriate language / swearing <input type="checkbox"/> LG = Abuse against sexual orientation and gender identity <input type="checkbox"/> MT = inappropriate use of social media or online technology <input type="checkbox"/> OW = use of a prohibited item or offensive weapon <input type="checkbox"/> PA = Physical assault against an adult <input type="checkbox"/> PR = physical restraint required	<input type="checkbox"/> PH = wilful and repeated transgression of protective measures in place to protect public health <input type="checkbox"/> RA = Racist abuse <input type="checkbox"/> RW = Refusal to work <input type="checkbox"/> SM = sexual misconduct/violence <input type="checkbox"/> TH = Theft <input type="checkbox"/> WO = Walking out of class	<input type="checkbox"/> VP = Verbal abuse / threatening behaviour against a pupil <input type="checkbox"/> PP = child on child abuse <input type="checkbox"/> VA = Verbal abuse / threatening behaviour against an adult <input type="checkbox"/> YS : Yellow SonG behaviour <input type="checkbox"/> RS : Red SonG behaviour Other <input type="checkbox"/> <input type="checkbox"/>
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Details of incident: If incident is for ending the day on yellow, place tick here

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Action Taken

Must be agreed PL and SLT (signed): _____ Date: _____ Pass to office once parent has received feedback

<input type="checkbox"/> Restorative justice <input type="checkbox"/> Alternative lunch and parents aware Referral to respite <input type="checkbox"/> Parent/carer meeting or phone call <input type="checkbox"/> Refer PSA	<input type="checkbox"/> School community service <input type="checkbox"/> Perm exclusion <input type="checkbox"/> Suspension <input type="checkbox"/> Managed move <input type="checkbox"/> Refer DSL	<input type="checkbox"/> Behaviour log book created <input type="checkbox"/> Refer to inclusion (SENCO) <input type="checkbox"/> Time out	<input type="checkbox"/> Search, screen or confiscation Refer to SLT for curriculum response or escalation <input type="checkbox"/> Other – give details: <input type="checkbox"/>
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Additional Comments:

Date and summary of feedback to parent/carers including response:

(Parents/carers must be informed of all incidents)

Rush Green Primary School
Anti-Bullying Charter

This policy was written **BY** children **FOR** children to protect
ALL children at **OUR SCHOOL**. September

2022

Stand Up! Speak Up!



Stamp Out Bullying for Good!

This policy is written in line with statutory guidance given in the latest Keeping Children Safe in Education and the following documents.:

Preventing and tackling Bullying July 2017 (DFE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Section 89 of the Education and Inspection Act 2006

<https://www.legislation.gov.uk/ukpga/2006/40/section/89> The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance> LA Exclusion Policy

September 2018.

What is bullying?

Bullying can be physical. When someone hits you, touches you in a private place, kicks you or pushes you.

Bullying can be verbal. When someone calls you names, spreads rumours about you or when someone threatens you including using racial, sexual or homophobic language.

Bullying can be online. For example, by text, by email, by messaging, for instance on Facebook, WhatsApp, Snapchat, Tick Tock or on a gaming platform. **You might be included in a messaging group without agreeing to it and see things that you don't want to see. If this happens, let an adult know straight away!**

IF SOMEONE ASKS YOU FOR NAKED PHOTOGRAPHS OF YOURSELF OR SENDS YOU PHOTOGRAPHS OF THEM NAKED – LET AN ADULT KNOW STRAIGHT AWAY!

More detailed information about bullying is available from NSPCC Learning: <https://www.nspcc.org.uk/what-is-child-abuse/types-ofabuse/bullyingandcyberbullying/>

Bullying can be related to physical appearance, disability, race, religion or belief, ethnicity, gender reassignment, sex or sexual orientation.

Bullying can happen in and out of school.

What is NOT bullying.

Sometimes people fall out with each other and say horrible things to each other, or people have arguments.

Sometimes people may do things by accident and might forget to apologise Sometimes children willingly play rough games (even though they shouldn't) and get themselves or someone else hurt.

These things would not be bullying.

Bullying is when something is deliberate (done on purpose) and it happens all the time!

Our school follows the Stay On Green Behaviour policy. Any unkind behaviour should be reported and will be dealt with in line with our policy.

Why do people bully?

- To hide they are unhappy or are being bullied themselves.
- To try to get people to like them.
- To make them feel good and to frighten people.
- They don't know any better.

How does bullying make people feel?

- Sad and miserable.
- Alone and unhappy.
- Worried and upset.
- Frightened to come to school.

What our children said they should do to stop bullying

- First tell a member of staff (as quickly as possible) if you see bullying or you are being bullied.
- Tell your family.
- An adult you trust.
- Tell a friend.
- Avoid the bully.
- If the bullying is online, take a screenshot, save or print the messages you have been receiving and show them to an adult you trust.

What parents should do if they think their child is being bullied

- Check first with school – try not to jump to conclusions.
- Write down the incidents with dates and times (playtime/ lunchtime etc) and speak to the class teacher/head of year.
- Let the school deal with it.
- **DO NOT APPROACH THE FAMILY OR CHILD ACCUSED OF BULLYING.**

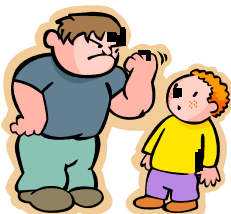
What our children wanted OUR School to do is to:

- Listen
- Be strict
- Tell the bully's parents
- Help the bully change their ways
- Stop them from bullying
- Don't let them come to our school if they keep doing it.

What the School will do:

- Investigate fully and fairly
- *If necessary and when bullying has been identified by the school, staff from school will speak to the bully's parents and the bully will be punished in line with the School Behaviour Policy*
- *Try to understand why bullying behaviour is happening*
- *Put plans in place to manage behaviour and keep children safe*

- Where serious and continued bullying occurs, the School may decide to exclude the bully
- In some cases, procedures under the School Peer to Peer Abuse Policy will be followed and this may lead to police and/or Children's Services getting involved
- Counselling may be made available if appropriate
- Anti-bullying will be discussed as a part of the School's curriculum



DON'T BE A BULLY - BE A BUDDY!

Bullying is not tolerated here.

This is how our school deals with bullies...

If **you** are being bullied, or if **you know someone** else who is **being bullied**, you must:

Tell an adult in school, it could be a teacher, teaching assistant or mid- day assistant

- Tell your parents
- Tell your friends
- Avoid the bully
- **If the bullying is online, take a screenshot, save or print the messages you have been receiving and show them to an adult you trust.**
- Block and report the person online and tell an adult.

The school will:

- Listen
- Be strict
- Stop the behaviour
- Talk to the bully's parents
- Talk to the bully/bullies and help them change their ways
- If things do not stop then the bully could be stopped from coming to school.

Our school is committed to listening to and acting upon the voice of our parents and our children.

Stand Up! Speak Up!

[Stamp Out Bullying for Good!](#)

Agreed by the School Council

Date 10.10.22 ____

Policy for Child on Child Abuse

At Rush Green Primary School

Document name	Child on Child Abuse Non-Statutory
Document owner	Rush Green Primary
Author	S Abeledo
Date approved	October 2022
Review date	October 2023

Introduction

Rush Green Primary School is committed to a whole school approach to identifying, tackling & responding to peer on peer abuse, sexual harm/violence and harassment.

This policy supports the guidance issued to schools, that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools.

A child/pupil as described in the policy is a child and young person up until 18 years.

The Context

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#) All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges.](#) DfE (September 2021).

- [Teaching Online Safety in Schools, DfE 2019](#)
- RGPS Behaviour Policy

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of peer on peer abuse in our school and beyond.

In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by the LSCB.

Some of these behaviours we will refer to other policies in school:

- The Safeguarding and Child Protection Policy;
- The Behaviour Policy;
- The Anti-Bullying policy;
- The Computing Policy • Responding to an online incident in school; • The Acceptable Use Policy.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation;
- Sexting (youth produced digital imagery);
- Bullying- name calling, physical,
- Prejudiced behaviour- e.g. homophobic, or focused on disabilities;
- Cyber bullying & online abusive behaviour;
- Radicalisation;
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment;
- Gang association and serious violence- County Lines, initiation, hazing;
- Race hate and Racism.

Vulnerable Groups

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child;

- A child who goes missing or is missing education;
- Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics;

Research tell us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

Bullying and Online bullying and behaviour

Child on child abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

This school has other policies (**Behaviour Policy, Anti-Bullying Charter, Computing Policy and Dealing with Online Incidents Procedure**) which relate to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

Responding to Racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognise that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our PSHE curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and we will notify the police if we believe an offence may have been committed.

Sexual Harm, Violence and/or Sexual Harassment (Harmful Sexual Behaviour – HSB)

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

We should respond to all reports and concerns – even those that have happened outside of school.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health & wellbeing. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. They should never feel like they are causing a problem by coming forwards.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we will seek advice from the LCSB to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of dynamic risk assessment in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school. **Action following a report of Sexual Harm, Violence and/or Sexual Harassment**

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;

- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case, a dynamic risk assessment will be carried out and:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;
- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate;
- We will use a Victim Support Plan.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. on school transport, off site during lunchtimes, or in the local community involving one or more of our pupils; we will investigate and take action around the conduct of the pupil/s. We will also consider if we should notify the police if we believe an offence may have been committed this will usually be in conjunction with a referral to Children's Services.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the school's child protection and safeguarding policy, and the procedures as set out by the LCSB. This will mean a referral to the police and a referral to Children's Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our records will show what actions have been taken and any outcomes. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. oneoff incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.

We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

All incidents will be logged via our Behaviour Incident form and monitored by staff and governors.

Sanctions

We will consider the sanctions available to use as school in reference to our Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of child on child abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governor

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g. the local community and the media.

It is important that we as those governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

This school will work with our partners and agencies; Children's Services, the Police, Youth Offending Service, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the school and in our local community.

Our local point of contact will be the chair of our local group and the Head of Service for our locality (Derbyshire)

Prevention and Training

Rush Green Primary School is always working hard to create a culture where peer on peer abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school and in a school day, including travelling to and from school. We aim to achieve this through curriculum teaching, learning, events and activities.

We will ensure that all our pupils know who to talk to, how to communicate (if they feel unable to communicate directly) and how to receive advice and help within the school.

We will be able to signpost children to relevant local and national helplines and websites.

Management of the Policy

We will ensure all our staff, governors and volunteers are trained in the awareness and response to all forms of bullying, all forms of peer on peer abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our parents, staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities.

The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

Searching, Screening and Confiscation

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1. Statement of intent

Rush Green Primary School appreciates that pupils have the right to expect a reasonable level of personal privacy and will do its utmost to ensure that, as far as possible, this right is respected.

Nevertheless, the school also takes seriously its obligation under health and safety legislation to be managed in a way which does not expose pupils or staff members to unnecessary risks.

This policy sets out the framework in which the school will meet this obligation by outlining the circumstances in which pupils can be screened and searched. The policy also outlines the legal powers to seize and confiscate items during a search.

2. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Health and Safety at Work etc Act 1974
- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- European Convention on Human Rights
- PACE 2019
- DfE (2022) 'Searching, screening and confiscation'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'

This policy operates in conjunction with the following school policies:

- Behaviour for Learning Policy
- Complaints Procedures Policy
- Disciplinary Policy and Procedure
- Surveillance and CCTV Policy
- Exclusions Policy

Roles and Responsibilities

The headteacher will be responsible for:

- Authorising members of staff to search pupils.
- Ensuring the procedures in this policy are implemented consistently across the school
- Reviewing this policy on an annual basis.

The DSL will be responsible for managing any safeguarding concerns that are raised by staff members who have conducted a search and by pupils subject to a search. Complaints about staff will

be passed on to the Head Teacher (or Chair of Governors in the event that the complaint is about the Head). Staff members will be responsible for acting in line with this policy when screening or searching a pupil or confiscating items.

1. Screening

- 1.1. Under the school's statutory power to make rules on pupil behaviour and the duty to manage the safety of staff, pupils and visitors, the school imposes a requirement that pupils undergo screening.
- 1.2. All members of staff have the authority to screen pupils.
- 1.3. The screening of pupils by a walk-through or hand-held metal detector without their consent is permitted, even if it is not suspected that they are in possession of a weapon.
- 1.4. If a pupil refuses to be screened, the school has the right to refuse to allow that pupil on the premises. This does not mean that the school has excluded that pupil and the pupil's absence will be treated as unauthorised. If a pupil refuses to be screened, the school may refuse to allow that pupil on the premises to protect the safety of other pupils and staff.
- 1.5. Screening without physical contact is not subject to the same conditions as those that apply to the powers to search without consent.

At this present time the school does NOT carry out screening exercises.

2. Searching with consent

- 2.1. Any member of staff has the authority to search pupils for any item with their consent. There is no requirement to inform parents before this happens. It is good practice to inform parents if items are found that contravene the school rules – unless there is a good reason for not doing so.

Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.'
- 2.2. Formal written consent is not required for this sort of search.
- 2.3. Items banned from the school premises are outlined in this policy.
- 2.4. If a member of staff suspects a pupil is in possession of a banned item, the pupil will be instructed to turn out their pockets or bag. If the pupil refuses to do this, the staff member will apply an appropriate punishment in line with our school behaviour policy.

3. Authorising members of staff

3.1. Only the headteacher and authorised members of staff have the authority to search pupils without their consent.

3.2. The headteacher is responsible for deciding who the authorised staff are. Staff members authorised by the headteacher with these powers are:

- Mrs L Humphreyes (Senior Deputy Headteacher)
- Mr Michael (Deputy Headteacher)
- Mrs Irving (Deputy Headteacher)
- Mrs Brown
- Mrs Strizovic

3.3. Staff members are permitted to refuse to undertake a search.

3.4. All searches must be witnessed by another staff member.

3.5. Some staff members are authorised to search for some items but not others, e.g. a member of staff could be authorised to search for stolen property, but not weapons. In the unlikely event that a search would need to be carried out for weapons, the Head Teacher and Senior Deputy together, would take on this role.

3.6. When deciding which staff will be authorised to undertake searches under these powers, the headteacher will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

4. Searching without consent

4.1. The headteacher and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item. The staff member will decide what constitutes reasonable grounds for suspicion on a casebycase basis.

4.2. **Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes, vapes or smoking paraphernalia
- Fireworks
- Pornographic images

- Any item (including mobile technology) that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person

Other items (not on the prohibited list) but against the school rules:

- Toys, sweets or expensive items that are brought in from home (without permission) that could conceivably cause disruption
- Electronic items, such as mobile phones that are not handed over to staff for safekeeping but for example, may be at risk of theft or misuse

- 4.3. Pupils will only be searched by staff members who are the same sex as them and all searches will be witnessed by another member of staff who will be, where possible, the same sex as the pupil being searched.
- 4.4. Staff will be made aware that where it is practicable to summon a staff member of the same sex as the pupil to conduct the search, this must be done.
- 4.5. A search will only be conducted by a person who is not the same sex as the pupil being searched, or without a witness, where the staff member reasonably believes that there is a risk of serious harm if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Under these exceptional circumstances, the member of staff conducting the search will consider that a pupil's expectation of privacy increases as they get older.
- 4.6. The school may consider the use of CCTV footage in order to decide whether to conduct a search of an item. Any CCTV usage will be conducted in line with the LA CCTV Policy.
- 4.7. An item banned by the school rules will only be searched for without consent if it is identified in the school rules that it is an item that can be searched for.
- 4.8. Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff conducting the search has lawful control or charge of the pupil, e.g. on a school trip in England.

5. Before the Search

- 5.1. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- 5.2. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

- 5.3. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
- are in possession of a prohibited item;
 - do not understand the instruction;
 - are unaware of what a search may involve; or
 - have had a previous distressing experience of being searched.
- 5.4. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See Behaviour in Schools 2022 for more information on lawful sanctions.
- 5.5. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
- 5.6. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the school rules (see list of prohibited items). The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

6. During the search

6.1. Definitions:

- **Outer clothing** – clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, e.g. hats, shoes, gloves.
- **Possessions** – any goods over which the pupil has or appears to have control, including desks, lockers and bags.

- 6.2. An appropriate location for the search should be found. Where possible, this should be away from other pupils. **The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.**
- 6.3. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. Searches should always be conducted in the presence of the child concerned.

- 6.4. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- 6.5. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. ALL searches will be recorded in the BOUUND BOOK (Head Teacher's Office). The person conducting a search will not ask the pupil being searched to remove any clothing other than outer clothing such as a coat or cardigan/jumper.
- 6.6. A pupil's possessions, their bag/coat or desk will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately.
- 6.7.1. The power to search without consent enables a personal search, **involving removal of outer clothing and the searching of pockets, but not an intimate search** going further than that, which only a person with more extensive powers (i.e. a police officer) can do. If a pupil does not consent to a search or withdraws consent having signed a consent form, then they may be subject to a search without consent but only for prohibited items.
- 6.7.2. Members of staff are permitted to use such force as is reasonable, given the circumstances, when conducting a search for prohibited items, but will not use force to search for items banned only under school rules. In this instance, searches will be conducted in line with the Positive Handling Policy.
Rush Green primary Staff will never carry out a strip search/intimate search (see page 12 of Searching, Screening and Confiscation (DfE) 2022)) and page 13 which details the process that the police MUST follow in the event of any search of this nature.
- 6.7.3. Rush Green Primary Staff will follow the guidance given on page 14 of the Searching, Screening and Confiscation (DfE) 2022)) on the after care following a police strip search (in the very unlikely event that one is carried out at school).

7. After the search

- 7.1. The search must be recorded in the Bound Book (Head Teacher's office) and where appropriate (all prohibited items), parents should always be informed. This should include
- the date, time and location of the search;

- which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.
- 7.2. Staff members are permitted to confiscate, retain or dispose of a pupil's property where it is reasonable to do so.
- 7.3. Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the pupil's consent, so long as it is reasonable in the circumstances. Where any item is reasonably suspected to be an offensive weapon, it will be passed to the police. **REFER TO BELOW 'BOLD TYPE' SECTION**
- 7.4. Staff members are legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a search conducted without consent

- 7.5. Staff members carrying out a search are permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- 7.6. When a staff member conducting a search finds:
- **Alcohol**, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the pupil.
 - **Controlled drugs**, they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
 - **Other substances** which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour and discipline.
 - **Stolen items**, they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so.
 - **Tobacco or cigarette papers**, they will retain or dispose of them; they will not be returned to the pupil.
 - **Fireworks**, they will be retained or disposed of, but not returned to the pupil.
 - A **pornographic image**, they will dispose of the image unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. the image is extreme child pornography); in these cases, the staff member will deliver the image to the police as soon as possible.

- An item that has been, or is likely to be, **used to commit an offence or to cause personal injury or damage to property**, they will deliver the item to the police, return the item to the owner, or retain or dispose of the item.
- **Weapons or items which are evidence of an offence**, they will pass the item to the police as soon as possible.

7.7. It is up for authorised staff to decide whether there is a 'good reason' not to deliver stolen items or controlled drugs to the police. In determining what a good reason is, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the item.

Where the member of staff is unsure of the legal status of a substance and has reason to believe it may be a controlled drug, the item will be treated as such.

In relation to stolen items, the police will not be involved in dealing with low-value items (e.g. pencil cases); however, it may be appropriate for the school to contact the police if high-value items (e.g. laptops) or illegal items (e.g. fireworks) are involved.

8. Electronic devices

- 8.1. If an electronic device that is prohibited by the school rules or that is reasonably suspected to have been, or is likely to be, used to commit an offence or cause personal injury or damage to property is found during a search, the staff member is permitted to examine any data or files on the device where there is good reason to do so. **NOT if there is reason to believe that there are naked images of children on the device! See section 8.7 and refer to DSL URGENTLY.**
- 8.2. Parental consent is not required in order to search a pupil's phone if it has been seized in a 'without consent' search.
- 8.3. Staff members have the authority to delete data or files if they think there is a good reason to do so, unless the device is suspected to be relevant to an offence, or is a pornographic image of a child or an extreme pornographic image; in these cases, the device will be given to the police and files and data will not be deleted from the device prior to doing this.
- 8.4. In determining what a good reason is, the member of staff will reasonably suspect that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- 8.5. Any electronic device that has been seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible.
- 8.6. If a member of staff does not find any material they suspect is evidence in relation to an offence, and decides to not give the device to the police, they are permitted to

decide whether it is appropriate to delete any files or data from the device or retain the device as evidence of a breach of school discipline.

8.7. Indecent images of pupils

8.7.1 Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

8.7.2 Where a member of staff becomes aware that an electronic device they are searching involves indecent images of a pupil, they will refer this to the DSL as soon as possible and will:

8.7.3 Refrain from viewing, copy, printing, sharing, storing or saving the imagery.

8.7.4 Tell the DSL immediately if they accidentally view an indecent image and seek support.

8.7.5 Explain to the pupil that the incident will need to be reported.

8.7.6 Not blame or shame anyone involved, and reassure the pupil that they can receive support from the DSL.

8.7.7. Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

1. Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
 2. Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.
- Record how and why the decision was made and any subsequent actions.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Child Protection and Safeguarding Policy, and the police will be involved.

Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.

8.8. Safeguarding & Parental Consent

If the staff member who conducted the search has a safeguarding concern, they will raise this with the DSL, following the procedures in the school's Child Protection and Safeguarding Policy.

If a pupil raises a safeguarding-related concern in relation to how a search has been conducted, this will be handled by the DSL in line with the school's Child Protection and Safeguarding Policy, Low Level Allegation policy and KCSIE 2022

- 8.9. The school is not required to inform parents before a search takes place or to seek their consent to search their child.

Complaints about screening or searching will be dealt with in line with the school's Complaints Procedures Policy.

What the law allows:

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Also note:

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

- **Items found as a result of a 'without consent' search What the law says:**
- **A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.**
- **Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.**
- **Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.**
- **Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.**
- **Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or**

disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- Statutory guidance on the disposal of controlled drugs and stolen items - It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (mobile phones/laptops) or illegal (alcohol/fireworks).

9. Enforcement

- 9.1. All staff members are expected to act in accordance with this policy.
- 9.2. Any breach of this policy will be dealt with in line with the school’s Disciplinary Policy and Procedure.

10. Monitoring and review

- 10.1 This policy will be reviewed on an annual basis by the headteacher.
- 10.2 Any changes to this policy will be communicated to all members of staff, pupils and their parents.
- 10.3 The next scheduled review date for this policy is September 2024.